

# Phonetic Spelling Inventory—Student Response Form

Date 2/3/2009

Level 2

Total Score

Student: \_\_\_\_\_

1. fan /

2. pet /

3. dig /

4. mop /

5. rope /

6. wait /

7. chunk /

8. sled /

9. stick /

10. shine /

11. dream /

12. bled /

13. coach /

14. fright /

15. snowing /

16. talked /

17. camping /

18. thorn /

19. shouted /

20. spoiled /

21. grow /

22. chirp /

23. claped /

24. tries /

25. hiking /

# Phonetic Spelling Inventory Feature Guide—Level I

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Grade 2 Date 2/09 Total Points 160

Percent of Words Correct \_\_\_\_\_ %

Stages	Emergent		Letter Name-Alphabetic				Within-Word Pattern			Syllables & Affixes			Points
	late	early	middle	late	early	middle	late	early	middle	late			
Features	Consonant		Short Vowels	Digraphs	Blends	Long Vowel Patterns	Vowel Team/ Diphthong and R-Control Vowels	Syllable Junctures, Consonant Doubling, Inflected Endings, Prefixes, Suffixes					
Possible Points	Initial	Final	7	8	13	6	6	8					
1. fan	f	n	a										
2. pet	p	t	e										
3. dig	d	g	i										
4. mop	m	p	o										
5. rope	r	p				o-e							
6. wait	w	t				ai							
7. chunk			u	ch	nk								
8. sled			e		sl								
9. stick			i	ck	st								
10. shine				sh		i-e							
11. dream					dr	ea							
12. blade					bl	a-e							
13. coach				-ch		oa							
14. fright				-ght	fr								
15. snowing					sn		ow			-ing			
16. talked					lk					-ed			
17. camping					-mp					-ing			
18. thorn				th			or						
19. shouted				sh			ou			-ed			
20. spoil						sp	oi						
21. grow						gr	ow						
22. chirp				ch			ir						
23. clapped					cl					pp	-ed		
24. tries					tr					-ies			
25. hiking										-ing			
Totals	1/6	1/6	7/7	8/8	13/13	6/6	6/6				2/8	/60	

# WRITING CONTINUUM

Name Nan

Grade 2

Teacher Amey

Year 2008

Beginning Ages 6-8	Expanding Ages 7-9	Bridging Ages 8-11
<ul style="list-style-type: none"> <li>Writes recognizable short sentences.</li> <li>Writes about observations and experiences.</li> <li>Writes short nonfiction pieces (simple facts about a topic) with guidance.</li> <li>Chooses own writing and notices mistakes with guidance.</li> <li>Revises by adding details with guidance.</li> <li>Uses spacing between words consistently.</li> <li>Forms most letters legibly.</li> <li>Writes pieces that self and others can read.</li> <li>Uses phonetic spelling to write independently</li> <li>Experiments with capitals.</li> <li>Experiments with punctuation.</li> <li>Shares own writing with others.</li> </ul>	<ul style="list-style-type: none"> <li>Writes short fiction and poetry with guidance.</li> <li>Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.</li> <li>Writes with a central idea.</li> <li>Writes using complete sentences.</li> <li>Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance.</li> <li>Begins to recognize and use interesting language.</li> <li>Uses several pre-writing strategies (e.g., web, brainstorm) with guidance.</li> <li>Listens to others' writing and offers feedback.</li> <li>Begins to consider suggestions from others about own writing.</li> <li>Adds description and detail with guidance.</li> <li>Edits for capitals and punctuation with guidance.</li> <li>Publishes own writing with guidance.</li> <li>Writes legibly.</li> <li>Moves beyond phonetic spelling toward conventional spelling.</li> <li>Identifies own writing strategies and sets goals with guidance.</li> <li>Shares own writing with others.</li> </ul>	<ul style="list-style-type: none"> <li>Writes about feelings and opinions.</li> <li>Writes fiction with clear beginning, middle and end.</li> <li>Writes poetry using carefully chosen language with guidance.</li> <li>Writes organized nonfiction pieces (e.g., reports, letters and lists) with guidance.</li> <li>Begins to use paragraphs to organize ideas.</li> <li>Uses strong verbs, interesting language and dialogue with guidance.</li> <li>Seeks feedback on writing.</li> <li>Revises for clarity with guidance.</li> <li>Revises to enhance ideas by adding description and detail.</li> <li>Uses resources (e.g. thesaurus and word lists) to make writing more effective with guidance.</li> <li>Edits for punctuation, spelling and grammar with guidance.</li> <li>Publishes writing in polished format with guidance.</li> <li>Increases use of visual strategies, spelling rules and knowledge of word parts to spell correctly.</li> <li>Uses commas and apostrophes correctly with guidance.</li> <li>Begins to recognize and properly uses nouns, pronouns, verbs, adjectives and adverbs.</li> <li>Uses criteria for effective writing to set own goals with guidance.</li> </ul>

Types of Texts

Content and Traits

Process

Mechanics and Convention

Attitude and Self-Evaluation

Student Name: \_\_\_\_\_

Grade: 2Date: Feb 4/09**Reading Accuracy Record, Level P Fiction: Magnet Trap**

Here is what counts as an error:

- The student reads a word incorrectly and doesn't self-correct.\*
- The student omits a word.
- The student inserts a word that is not there.
- The student must be told a word in order to continue reading.

\* If the student self-corrects, it does not count as an error.

④

PAGES	TEXT	TALLY OF ERRORS
4-5	<p>"Before you leave," <del>said</del> Mr. Mendoza, "I have your awesome homework assignment for the weekend. You will each take a magnet home with you and find some interesting ways to use it because we will be learning more about magnets soon."</p> <p>The students' <u>smiles</u> turned upside down as Mr. Mendoza began passing out the magnets.</p> <p>"Here's your magnet, Carl," said Mr. Mendoza. Carl looked up and accepted the horseshoe magnet with a <u>frown</u>.</p> <p>"Cheer up," said Mr. Mendoza. "You may be surprised by what this magnet can do."</p> <p>But Carl still felt very glum. He was already <u>really</u> late for his grandmother's birthday party, and now he had homework to do on such a great weekend.</p>	<p>1</p> <p>1</p>

Subtract the number of errors from the number of words in the section:  $116 - 2 = 114$ Total number of fiction words correct: 114 / 116 words Use results in Chart D on page 67.Teacher Observations: fluency pretty good